



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

5125 E. Marilyn Rd., Scottsdale, AZ 85254

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Gary Londer
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 613
Web Address :
Phone Number : (602) 493-6160
Fax Number : (602) 953-3006
E-mail : glonder@pvusd.k12.az.us

Mission

The Liberty staff and community will move heaven and earth to ensure that every Liberty child is passionate about learning. For every child at Liberty, with the right instruction, in the right learning environment, and with the right coaching and support, has unlimited potential for learning and growth.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of students that meet and exceed state standards in Mathematics and Language Arts.
- ü Maximize existing technology to enhance student learning aligned to standards as evidenced by student mastery of state standards.

Enrollment

October 1, 2003 School Year Student Enrollment : 606
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- ü Inclusion of Special Needs Children
- ü Honors Classes
- ü Computer Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Liberty aims to provide students with a safe, healthy environment, conducive to learning, which will enable all students to develop to their full potential academically, socially, emotionally and physically to become sound decision makers.

Parents

We believe parents play an important role in the education of their children. Academic excellence can only be achieved with the support of parents. Parents participate in the educational process by visiting the school on a regular basis.

Transportation Policy

Bus transportation services are provided for Kindergarten students who reside farther than one-half mile from the school and farther than one mile for students in grades one through six.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Principal of the Year	1995
ü Arizona Reading Association Literacy Award	1996
ü A+ School	1996
ü Wells Fargo Partners in Education Grant	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2710	75509	100	100	100	546	538	521	9	7	13	14	17	23	26	34	33	51	42	31
All Students (Prior Year)	81	2687	75372	99	100	100	548	538	523	1	4	9	10	19	25	38	36	36	50	42	30
Female	49	1339	37013	100	100	100	540	538	522	8	7	12	13	17	24	35	36	33	44	39	31
Male	30	1369	38430	97	99	99	555	539	521	10	8	14	17	16	22	10	32	33	62	45	31
African American	--	84	3660	--	100	99	--	510	496	--	15	24	--	33	31	--	33	28	--	19	18
Hispanic	NC	599	30486	NC	99	99	NC	512	505	NC	16	18	NC	25	29	NC	34	32	NC	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	77	1908	35192	100	99	99	546	543	534	9	6	8	15	14	19	25	34	35	51	46	39
Students with Disabilities	NC	393	9708	NC	100	100	NC	511	489	NC	20	32	NC	22	27	NC	30	24	NC	28	17
Students without Disabilities	71	2317	65801	100	99	98	549	542	525	7	6	11	16	16	23	26	34	34	51	44	33
Limited English Proficient Students	NC	315	16928	NC	89	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	871	36411				NC	513	503	NC	16	19	NC	24	29	NC	37	32	NC	23	20
Non-Economically Disadvantaged	74	1839	39040				547	546	534	8	5	8	15	14	19	25	33	34	52	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2702	75492	100	100	100	540	528	519	1	7	12	5	12	16	51	49	47	43	32	24
All Students (Prior Year)	82	2699	75221	100	100	100	545	532	523	1	4	8	6	11	16	49	57	56	43	28	21
Female	49	1335	37014	100	100	100	545	531	523	2	6	10	6	10	15	46	49	48	46	35	27
Male	30	1365	38400	97	99	99	533	525	516	0	9	14	3	13	17	59	49	47	38	30	21
African American	--	84	3665	--	100	99	--	515	505	--	16	20	--	11	22	--	54	43	--	18	14
Hispanic	NC	595	30438	NC	98	99	NC	511	508	NC	16	17	NC	18	21	NC	50	47	NC	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	77	1906	35177	100	99	99	540	531	528	1	6	8	5	10	13	51	49	49	43	35	31
Students with Disabilities	NC	390	9707	NC	100	100	NC	505	495	NC	24	33	NC	17	21	NC	41	33	NC	18	13
Students without Disabilities	71	2312	65785	100	99	98	543	531	522	1	5	10	4	11	16	47	50	49	47	34	26
Limited English Proficient Students	NC	312	16905	NC	88	100	NC	461	489	NC	100	34	NC	0	28	NC	0	32	NC	0	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	867	36302				NC	511	507	NC	16	18	NC	18	21	NC	50	46	NC	17	14
Non-Economically Disadvantaged	74	1835	39164				540	533	528	1	5	8	4	10	13	53	49	48	41	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2688	75053	100	99	99	687	634	597	4	4	7	1	8	12	68	74	72	26	14	9
All Students (Prior Year)	80	2644	73654	98	99	99	548	541	530	3	4	9	7	8	13	83	78	70	8	10	7
Female	49	1334	36872	100	100	99	724	656	621	0	3	5	0	6	9	68	72	74	32	19	12
Male	30	1352	38109	97	98	99	628	611	573	10	4	10	3	10	14	69	76	69	17	10	6
African American	--	84	3636	--	100	99	--	604	568	--	4	12	--	11	16	--	72	67	--	13	6
Hispanic	NC	591	30235	NC	98	98	NC	586	575	NC	6	9	NC	12	14	NC	78	70	NC	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	77	1896	35028	100	99	99	687	642	613	4	3	6	1	7	10	68	74	73	27	16	11
Students with Disabilities	NC	385	9625	NC	100	100	NC	574	530	NC	12	21	NC	19	21	NC	62	55	NC	7	4
Students without Disabilities	71	2303	65428	100	98	98	690	642	604	4	3	6	1	6	11	67	76	73	27	15	10
Limited English Proficient Students	NC	309	16765	NC	87	100	NC	563	525	NC	0	17	NC	0	20	NC	100	60	NC	0	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	860	36077				NC	581	566	NC	8	10	NC	14	16	NC	72	69	NC	6	5
Non-Economically Disadvantaged	74	1828	38950				687	651	618	4	2	5	1	6	9	68	75	73	26	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2756	76019	99	100	100	538	513	499	2	9	14	21	32	39	17	16	14	60	43	33
All Students (Prior Year)	97	2748	76230	100	100	100	519	513	498	2	7	12	38	32	38	9	13	12	51	49	37
Female	49	1336	37207	98	99	100	530	511	499	2	9	12	22	34	41	18	16	14	57	41	33
Male	60	1408	38677	100	99	100	544	515	498	2	9	15	21	31	38	16	15	13	62	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	NC	539	29458	NC	98	100	NC	476	480	NC	26	20	NC	42	48	NC	12	12	NC	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	100	1990	35880	99	99	100	540	521	515	2	5	7	21	30	32	15	16	16	61	49	45
Students with Disabilities	13	371	9786	93	100	100	481	469	457	17	29	39	58	45	40	8	11	7	17	14	13
Students without Disabilities	96	2385	66233	100	99	99	545	517	503	0	7	11	17	31	39	18	16	14	65	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	10	805	35714				513	481	480	0	22	20	20	42	47	50	14	12	30	22	20
Non-Economically Disadvantaged	99	1951	40266				540	524	513	2	5	9	22	29	33	13	16	15	63	50	43

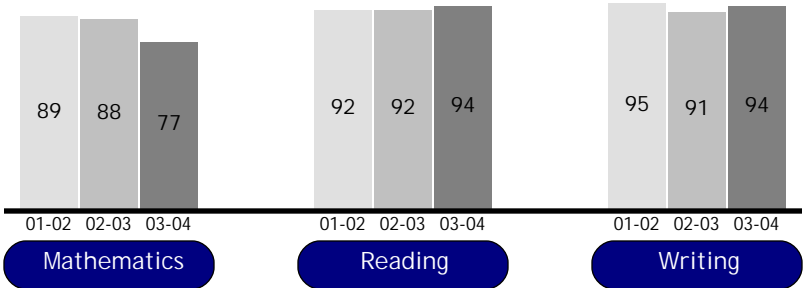
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2754	76020	99	100	100	526	510	503	6	17	25	10	18	23	52	47	40	31	18	12
All Students (Prior Year)	97	2755	76202	100	100	100	516	513	505	1	11	19	22	20	24	57	51	46	20	18	11
Female	49	1335	37213	98	99	100	523	511	504	8	15	22	8	19	23	59	47	42	24	19	13
Male	60	1407	38666	100	99	100	528	509	501	5	19	29	12	16	22	46	48	38	37	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	NC	537	29442	NC	98	99	NC	494	494	NC	40	37	NC	23	26	NC	31	31	NC	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	100	1990	35890	99	99	100	527	514	511	6	11	15	10	16	20	52	52	48	32	21	18
Students with Disabilities	13	372	9784	93	100	100	490	490	485	23	46	58	46	24	19	31	25	19	0	5	4
Students without Disabilities	96	2382	66236	100	98	99	531	512	504	4	14	23	5	17	23	55	49	42	36	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	10	802	35703				510	494	494	20	37	37	10	25	26	50	33	31	20	6	6
Non-Economically Disadvantaged	99	1952	40274				528	515	509	5	10	17	10	15	20	52	52	47	33	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2748	75673	99	99	100	584	558	530	3	7	12	18	18	25	68	68	58	12	7	4
All Students (Prior Year)	97	2708	74692	100	99	99	529	519	502	5	10	18	20	22	27	60	56	47	15	12	8
Female	49	1333	37099	98	99	100	607	572	548	2	5	8	17	14	22	63	73	64	19	8	6
Male	60	1403	38441	100	99	99	563	543	513	4	9	16	19	22	29	72	64	52	6	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	NC	535	29305	NC	98	99	NC	508	507	NC	17	16	NC	29	31	NC	51	51	NC	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	100	1989	35760	99	99	99	583	568	550	3	5	9	18	15	21	68	73	64	11	7	6
Students with Disabilities	13	369	9706	93	100	100	535	486	462	29	22	36	29	31	32	29	46	31	14	1	1
Students without Disabilities	96	2379	65967	100	98	99	587	564	536	1	5	10	17	17	25	71	70	60	12	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	10	800	35541				542	511	504	0	15	17	30	29	31	70	54	50	0	2	2
Non-Economically Disadvantaged	99	1948	40091				588	574	550	3	4	9	16	15	21	67	73	64	13	8	6

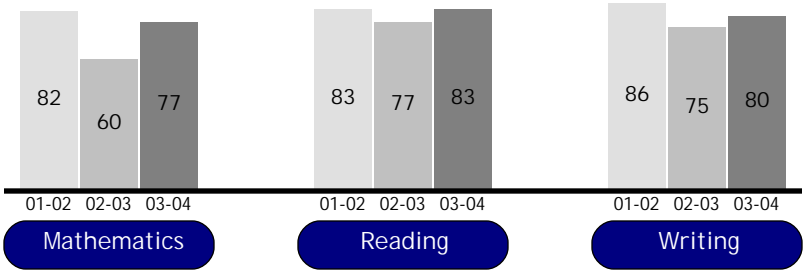
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	74	54	44	96	75	61	50	94	68	NA	58
	Language	98	70	48	39	99	73	54	43	96	62	59	50
	Mathematics	99	73	57	52	99	80	67	57	98	69	68	64
3	Reading	96	73	55	43	98	74	60	47	98	71	NA	55
	Language	96	79	63	50	98	79	64	54	96	76	69	61
	Mathematics	97	73	61	50	99	78	66	54	96	70	69	61
4	Reading	99	74	63	47	98	81	65	52	96	82	NA	56
	Language	98	67	59	45	99	72	60	48	97	73	63	52
	Mathematics	99	70	65	52	100	80	69	57	96	84	72	61
5	Reading	100	70	62	46	100	67	64	50	99	80	NA	55
	Language	100	66	57	43	100	64	58	46	100	72	60	49
	Mathematics	100	79	68	54	100	75	69	57	100	80	72	63
6	Reading	100	69	65	49	95	72	67	53	96	71	NA	56
	Language	100	64	59	42	99	65	60	45	95	70	61	48
	Mathematics	100	77	73	58	97	78	74	62	94	82	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Liberty Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Learning
- Ü Community Input

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	36.00
Other Professional Staff	2.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	3	0	0
10 or more years	3	26	1	1

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	24
Core academic classes taught by Highly Qualified (NCLB) teachers.	66
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Multimedia Studio

Extracurricular Activities

- Ü Student Council (Grades 4-6)
- Ü Chorus (Grades 4-6)
- Ü Band (Grades 4-6)
- Ü Strings (Grades 3-6)

Social Services

- Ü Day Care
- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü The Principal and Staff implemented a before and after school tutorial program.

Ü The Liberty Site Council reviewed and applied the results of a community survey.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	3	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	53	44
Grades 3-4	83	81
Grades 4-5	59	65
Grades 5-6	83	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Liberty Elementary School, in accordance with PVUSD procedures, has Crisis Prevention and Intervention procedures in place to ensure the safety of our students, teachers and public. Regularly scheduled drills for a variety of crises take place.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Gary Londer	(602) 493-6160
Transportation Policy	Skip Brown	(602) 867-5106
Community Resources	Gary Londer	(602) 493-6160
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Marge Heine	(602) 493-6160
Student Health/Nurse	Linda VanSande	(602) 493-6163

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.